



Trinity and St. Michael's

Anti-Bullying Policy

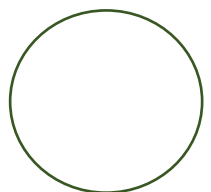
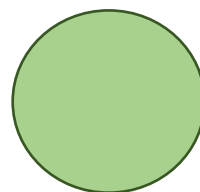
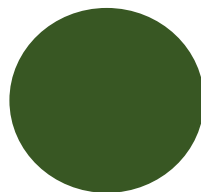
'And we urge you, brothers and sisters, warn those who are idle and disruptive, encourage the disheartened, help the weak, be patient with everyone.'

Proverbs 3 Verse 27

Do everything in



1 Corinthians 16:13-14





Introduction

'Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever **you can**.'

John Wesley

At TSM, our vision asks all children to 'Do everything in love'. When children go against this core principle, they are initially referred to our Code of Conduct and our Christian Values. If children consistently go against these values and our principles as a church school, it may be considered bullying. Bullying, in all its forms, is in no way tolerated at Trinity and St Michael's. The following document makes clear what bullying is and how we as a school do everything in our power to discourage and respond to children and adults who are found to take part in bullying as well as help and support those who are being bullied.

What is Bullying?

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying often occurs when there is an imbalance of power which makes it hard for those being bullied to defend themselves. Bullying is usually motivated by actual or perceived differences. For example it may be related to:

- Race
- Gender
- Religion
- Culture
- SEN, disability or health condition
- Appearance
- Home circumstances, for example adoption, caring responsibilities, poverty
- Sexual orientation, homophobia, sexism

Types of bullying might include:

- Physical (actual physical harm or threat of physical harm to a person or property)
- Verbal, for example taunting, name calling
- Emotional, for example excluding, tormenting, spreading rumours, graffiti, gestures, manipulation
- Extortion, for example demanding money or favours
- Cyber bullying, for example via email, social networking sites, text messaging, gaming, Snapchat, Instagram, Youtube etc

All types of bullying are taken very seriously in school. School recognises the particular seriousness of both racial and homophobic bullying which if not prevented at an early age can lead to very harmful long-term prejudice.

Staff are particularly mindful of the need to assess the risk of children being drawn into terrorism and extremism. All staff are aware of the advice contained in *The Prevent Duty (June 2015)* and refer any potential individual at risk of radicalisation to the DSP.



School Aims in Relation to Bullying

- To educate pupils, staff and parents about the harm that is caused by the verbal, physical and emotional abuse of children
- To make all children aware of the role they can play in promoting and preventing bullying
- To promote the Christian ethos of the school as a means of tackling bullying
- To dispel common misconceptions about “bullies” and “victims” – both are unhelpful stereotypes
- To provide help and guidance for both victims and bullies
- To establish clear procedures which parents, pupils and staff can follow when bullying has taken place

Identifying the Problem

Pupils

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it should always be treated seriously. While others may not feel that certain actions or words are of a bullying nature, if the recipient feels that they are being bullied that is sufficient evidence to treat the case as prima facie bullying.

For those pupils who are unable to inform staff about their problem, observations regarding specific behaviour patterns can be routinely established within the school.

Signs of bullying might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying. The school policy should identify the process to be pursued when staff have concern with regard to a particular pupil. Pupils should be encouraged to be open with their parents who can then pass on concerns to school.

Parents are encouraged to support staff in proactively providing intelligence about potential issues between pupils which might provoke conflict, so that staff can take measures to prevent bullying from occurring in the first place. Such measures might involve talking to pupils about issues of difference, or may involve specific lessons, dedicated events or projects, reflection time or assemblies. School decides the most appropriate approach depending on the circumstances of the potential issue required to be addressed.



Staff and other adults in school

Bullies are often in positions of power or authority over their victims. They may behave as they do to hide their own inadequacies or their personal envy of another colleague. Bullying may occur between professional teaching staff, support staff and voluntary workers. Overwork can also lead to bullying with the bully inflicting their frustrations and anger on their colleagues. Possible tell-tale signs in victims are indicated in the following list.

- General low morale
- Increased level of staff turnover
- High rates of absenteeism
- Frequent disputes, complaints and grievances
- Isolated members of staff
- Ineffective teamworking

Firm management style can often be given as an excuse for what is seen by others as bullying.

Professional relationships between members of staff are best conducted with respect and in a non-threatening manner, but there is also a legal requirement for the employer to provide a safe place of work for employees and all others that use the establishment.

What are our principles for dealing with bullying?

- Take all bullying problems seriously, both of pupils and adults
- Investigate all incidents thoroughly
- Ensure that bullies and victims are, if necessary, interviewed separately
- Obtain witness information
- Keep a written record of the incident and outcome
- Inform staff about an incident where a pupil is involved
- Ensure that action is taken to prevent further incidents. Such action may include:
 - Imposition of sanctions
 - Obtaining an apology
 - Informing parents of both bully and victim
 - Providing appropriate training
 - Providing mentor support for both bully and victim

Parents should feel that when a complaint is made that it will be dealt with seriously and thoroughly.

Creating a supportive climate.

- Victims of bullying, both pupils and staff, may end up believing that they deserve to be bullied. They feel powerless and vulnerable. Self-esteem can be badly damaged and self-confidence needs to be re-established.
- Our school declares that bullying will not be tolerated and all incidents will be taken very seriously.



- Investigations into bullying incidents will be thorough and involve both the bully and the bullied.
- The bully should be helped to recognise their unsociable behaviour and offered support to modify that behaviour.
- Bullying will not be eradicated if the behaviour of the bullies is not modified. Efforts should be made to identify why a pupil has bullied; support can then be offered to the bully to prevent reoccurrence.
- Ways of reporting bullying must be clearly established for both pupils and staff.
- Parents must be clear as to how they can ensure their concerns for their child are taken seriously.
- Consideration should be given to appropriate support/training for the bullied and other vulnerable groups.

Raising awareness of bullying in our school

Our acts of collective worship are a useful vehicle for the promotion of our values. This is supported by whole school ownership of our behaviour policy which includes a clear Code of Conduct linked to our Christian Values. Pupils may be shown through role-play or stories what they can do to reduce and prevent bullying behaviour. Work in Religious Education, PSRHE and through Circle/Reflection Time can be used to explore issues in more detail. Artwork, poetry, historical events and current affairs may also be used where appropriate. Confident and assertive behaviour is encouraged in all children. Pupils are taught to resolve conflicts constructively. The importance of non-verbal communication is explained. The way we sit or stand, the tone of voice, gestures and mannerisms all contribute to the messages we give. All our work aims to identify the rights of the child in the whole school setting.

Lunchtime Supervision

It is important that welfare staff:

- Are regarded as part of the staff
- Are included in behaviour management training
- Take part in behaviour policy discussions
- Take over responsibility for pupils at lunchtime
- Have access to consequences and valued rewards
- Are offered training / support in the development of personal assertiveness
- Have a clear job description
- Share information with teachers about pupils
- Have interest in the work being done at lunchtimes



What happens when bullying takes place?

- Immediate action will remind all pupils that bullying behaviour is unacceptable and will not be tolerated
- School Staff will engage in discussion and investigation to establish what has happened
- Children will be encouraged to talk in confidence to teachers
- A decision will be made with regard to whether there is evidence of bullying (see definition above 'What is Bullying?')
- Staff may consider it appropriate to log disclosures/observations via CPOMS (in-house electronic record & communication system) to ensure relevant staff are briefed
- If bullying is judged to be occurring then information will be logged via CPOMS and the required procedures followed as defined by the Bullying Incident Report Form.

During and after the investigation each case will be recorded on a Bullying Incident Report Form and included in the CPOMS Behaviour Log and monitored. Logs are monitored by the Senior Management Team who take further action as required. The Senior Management Team is notified of *all instances* of bullying, including racist or homophobic bullying. The Bullying Log ensures that evidence and potential patterns of bullying are effectively identified and proactive measures taken to avoid future occurrences.
- The victim will be helped to feel a sense of control and they will be involved in choosing the solutions. Teachers will remind the victim of their achievements and positive attributes
- The focus on any strategy will be to change the behaviour of the bully and any groups who encourage bullying. We recognise that bullies need help and guidance. Sometimes bullies at school are victims elsewhere. Punishment alone may often make things worse for the victim and we feel that punitive measures alone do nothing to alter the bully's basic attitude
- Bullying will not be tolerated. However, because of our Christian foundation and ethos, any action we may take will always be carried out within a spirit of forgiveness and reconciliation.
- Teachers will respond to incidents and not leave them unchallenged
- If particular instances of bullying continue, the Incident log will provide effective evidence should more serious sanctions be required, for example, reporting the matter to the police or the exclusion of the perpetrator. Some types of harassing or threatening behaviour, or communications are a criminal offence (under, for example, the Protection from Harassment Act 1997; the Malicious Communications Act 1988 and the Communications Act 1988).

For example, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or a communication which is indecent or grossly offensive, a threat, or to send information which is false and believed to be false by the sender. If school have reason to believe any of the above to be the case, the headteacher may deem it necessary to refer the matter to the Police. This includes malicious communications issued by adults.



Useful Strategies

- Have reasonable, achievable behavioural expectations – understood by all.
- Listen to the child – don't pre-judge children with a reputation for being difficult.
- Speak calmly and quietly to the child, even if they are speaking aggressively to you.
- Offer a way out of the confrontation to the child – that is appropriate and fair
- Positive intervention, before things get out of hand – do not make idle threats that you cannot carry out.
- Be consistent.
- Analyse times, days, places where confrontations are most likely to occur and be pro-active
- Have clear procedures if a child runs away.
- Treat all pupils equally.
- Have a specific procedure to be followed with a particular child when required
- Following a confrontation, a cooling-off period may be required before any dialogue can take place. Attempted dialogue when the pupil and/or adult are angry is counter-productive.

Reviewed by: Gwynan Hughes

Date: Sep. 2024

Date of Next Review: Sep. 2025